

Aspira
of
America
Report
1971/72

10 Years of Growth



1961/62

1971/72

FOREWORD

This is the twelfth year of Aspira's program. Our educational and leadership development counseling programs have continued to serve the Puerto Rican communities of New York, New Jersey, Pennsylvania, Illinois and Puerto Rico. At the same time we have been seizing every opportunity to bring the problems of Puerto Rican youth to the attention of education authorities at the city, state, regional and national levels. Members of Aspira's national and regional boards, staff members, and students have been presenting the case of the nation's Puerto Rican community at conferences, on panel discussions and by taking positions on their local Boards of Education; parents of Aspirantes are active in high school Parents Associations; students, staff and Board campaigned for bilingual teaching in schools with predominantly Spanish-speaking students. As the only national Puerto Rican organization, Aspira has been making itself heard, and at the highest levels. We have witnessed a dawning awareness and a measure of success.

Bilingual education was perhaps the key issue of the year. In both New York and Chicago, Aspira is running its own demonstration bilingual schools, with curricula designed to fit the needs of the community; and in Philadelphia, Aspira worked with the local Board of Education in a recruitment and training program for bilingual teachers.

The experimental CREO (Creating Resources for Educational Opportunity) Program, administered by Aspira of New York, under a two-year grant from the Office of Economic Opportunity in Washington, completed its first year of operation. High school juniors who had previously attended school sporadically, if at all, now stay for tutoring sessions after school, and their grades show a marked improvement.

The Aspira School, administered by Aspira of Illinois, under a grant from the Chicago Committee on Urban Opportunities, was designed for Puerto Rican high school drop-outs. This was their second chance. With intensive bilingual courses, the majority of these students passed their high school equivalency tests and have been admitted to college.

Aspira of Pennsylvania took part in the Philadelphia Board of Education's program to train and recruit bilingual teachers for high schools with a predominance of Spanish-speaking students. Aspira recruited 18 former Aspirantes for this progressive program. Candidates took courses during the summer at Temple University and in September were placed as bilingual teachers in the school system.

Each affiliate serves communities with different needs. Aspira of New Jersey opened a second center to service those Puerto Ricans who live too far from Newark. Several towns surrounding Newark have substantial Puerto Rican communities, including Hoboken, Camden, Jersey City, Paterson and Perth Amboy. The second New Jersey center is located in Hoboken, reaching the Hudson County area.

The National Health Careers program has had another successful year. Of all the professional needs of the Puerto Rican community, the need for doctors is perhaps the most critical. There are currently fewer than 60 Puerto Rican doctors practicing on the Mainland where, on a proportionate basis, there should be 1,800. Our National Health Careers program at the graduate level this year helped 14 students gain admittance to medical school. This figure may not seem impressive on its own, but one should consider that, according to the Association of American Medical Colleges, the national enrollment of first year mainland Puerto Ricans in medical school for 1971-'72 totalled only 40 students. Thus, the Aspira group represents a 38% increase in Puerto Ricans entering medical school nationally.

A key function of the national office is to provide training and technical assistance to the affiliates. Week-long training seminars conducted at each affiliate by the Director of Training and Programs were very well received. Regional Board members also participated in these sessions.

It has been a difficult year for fund raising. Although our original Ford Foundation grant of \$750,000 for two and a half years was renewed, it was renewed at a reduced level. One hundred fifty thousand dollars was granted this year by Ford, and next year's allotment of \$110,000 is the terminal

grant. We are faced with problems of replacing this money with other private funds. This year corporations contributed \$127,995, Foundations - \$194,892 and the community - \$33,800. It is imperative that fresh sources of funds be made available if the national office is to continue to function effectively. The national office ran fund-raising training sessions for the affiliates, so that they could themselves run local fund-raising programs. This accounts, in part, for the diminished private monies raised this year by the national office. Through their own fund-raising efforts, with guidance from the national office, some substantial grants were made directly to the affiliates by local foundations. In Philadelphia, a \$52,000 pledge from the Haas Community Fund; in Chicago, \$15,000 from the Field Foundation of Illinois; in New Jersey, \$12,500 from the Florence & John Schuman Foundation; New York being the original Aspira office, continued to receive many grants directly.

To help broaden the base of our corporate support, a dinner dance was held in May to introduce new corporations to Aspira's program. The dinner was chaired by Gustave Levy and was held in honor of William Levitt, one of Aspira's earliest friends. Thirty-three thousand eight hundred dollars were raised from the more than 400 corporate representatives who attended.

Louis Nuñez, who had been with the agency since its inception, and Executive Director of Aspira of America since 1969, left in June to take the position of Executive Director of the United States Commission on Civil Rights in Washington. This makes him the highest ranking Puerto Rican in the Federal Government. Luis Alvarez returned to Aspira after a year's leave of absence as a fellow in the National Urban Fellows Program of the Ford Foundation. He took over as Executive Director in July.

Gilbert Ortiz, M.D.
Chairman of the Board

Luis Alvarez
National Executive
Director

ASPIRA PROCESS

New York, New Jersey, Philadelphia, Illinois and Puerto Rico - different places, with different needs, but the heart of the Aspira program remains the same. Aspira offers Puerto Rican students a network of services designed to foster aspiration, awareness, knowledge and a commitment to the Puerto Rican community. Why do Puerto Rican youngsters need these special services? To answer this, we have to look at the probable life of an average Puerto Rican child on the Mainland: he may speak English only marginally, and certainly not as well as other mainland-born children; as a newcomer his family is poor with a living standard far below average; his neighborhood and school are often hotbeds of drugs; at school his teachers treat him with, at best, indifference, at worst, intolerance of his cultural and linguistic heritage. By the time he reaches high school, if he does, he thinks there is something wrong with him. He has rarely experienced success. He has little confidence and sense of self-worth.

In the Aspira program, the Puerto Rican student is given a chance to succeed, is given the training and support needed to work towards realistic educational goals. His Aspira Club gives him a chance to communicate with his peers; gives him a sense of security and unity; gives him the right atmosphere to develop self-confidence.

The programs at the core of the "Aspira Process" are the counseling and leadership development programs.

Counseling --- The Aspira counseling program is an in-depth, on-going service available to all high school freshmen, sophomores, juniors and seniors. The educational counselor's job is to develop the educational and career aspirations of the high school student. The counseling program provides discussion workshops, and lectures, career counseling, personal as well as educational guidance, extra and remedial tutoring. At the core of the counseling program is the one-to-one personal relationship between the counselor and student. The student can rely on his counselor to be accessible to talk over problems, not only educational difficulties,

but also personal worries too, which a parent might find difficult to understand. The counselors understand, because they too have experienced the same kind of home and school life, and most important, they have surmounted the obstacles, they have made it through college, and into a good job, a professional career.

The basic objectives of the counseling program are:

- . to help ensure that the student continues his education;
- . to help ensure that the student is getting the most out of school;
- . to encourage the student to develop specific educational career objectives;
- . to encourage the student to realize that education is the principal means of achieving his goals.

In the past year, over 7,000 Puerto Rican high school students have taken part in the counseling program nationally.

Leadership Development

The Aspira Club Program is designed to encourage a sense of identity and to develop the leadership qualities of the Puerto Rican high school student. Each affiliate is responsible for a certain number of clubs, usually based in schools with a high percentage of Puerto Rican students. There are also "home clubs" based in the Aspira Center for students at schools without enough Puerto Rican students to merit their own club.

The Club goals and activities are determined by the students themselves, and are related primarily to the educational and community issues of the day. Within the clubs, by designing and carrying out their own programs, the students test and

put into practice the new skills that they are acquiring. By taking the floor in elections or discussions, they learn to articulate their ideas. By formulating their own internal club structure and by designing a method of communication with other clubs at other high schools, the students in each city, form a city-wide federation of Puerto Rican students. Each year the structure is slightly different, as the times, issues and students change. Through their newly formed federation, students acting as a unit, learn the power of organization; learn that, united they have a voice, alone they have little or none. They design strategies, carry them out and, finally, are able to see their effectiveness. Thus, active participation in his Club teaches the student the techniques of democratic action, advocacy and the responsibilities of educated Puerto Rican leaders. Students have strong representation on the Boards of the affiliates, thus making the agency truly their own. The benefits of the Aspira leadership development program are felt in the Puerto Rican community. At the college level, former Aspirantes are the leaders of a growing number of Puerto Rican college student groups, which are working to make colleges more responsive to the needs of the Puerto Rican student. As well as returning to take leadership positions at Aspira, former Aspirantes hold positions of responsibility at the city, state and federal level, as well as in private agencies.

These are the fruits of the Aspira process, which will in time achieve for the Puerto Rican community its rightful position in United States society.

ASPIRA OF ILLINOIS

Aspira of Illinois has made a huge difference to the lives of Puerto Rican young people in the area. In 1968 there were 60 Puerto Ricans attending college in the Chicago Metropolitan area. This year alone Aspira has placed 300 students in colleges nationally. The ACF has a record membership of 397 and we have added 8 clubs, making a total of 17.

Aspira of Illinois is fortunate in that the Illinois state policy on financial aid is an enlightened one. All our students who gain a place in college are automatically provided with a financial aid package, adequate for their needs. This happy situation means that Aspira staff have more time to pursue special projects.

Aspira of Illinois is indeed a go-ahead affiliate. It is quick to see the special needs of the area, formulates its own projects to fill them, designs its own fundraising campaigns to fund them and carries them out. This is the target for all Aspira affiliates: the national office providing only technical and financial assistance and acting as a resource on national issues affecting the regional center.

One of the most exciting new programs at Aspira of Illinois is the Aspira School, administered under a grant from the Chicago Committee of Urban Opportunity (CCUO), Neighborhood Youth Corps Program.

This program is aimed specifically at 16 - 18 year old high school drop-outs. These students dropped out when younger, realized that without a high school diploma all but the most menial jobs were closed to them. But where could they turn? Too old to go back to school, they thought, and certainly too great a financial effort. The Aspira School took care of these problems: they were in the company of young people in the same situation, and a small stipend from CCUO made the financial burden lighter.

The 9:30 - 4:00 basic schedule includes courses in math, science, Latin American History, Spanish and English, all taught by a bilingual faculty. A special extra group was

formed initially for more advanced students who were preparing directly for their G.E.D.. Students at the school formed a Club with the ACF; they helped renovate and decorate their school premises. All students had weekly counseling sessions, to help orient them to the idea of college.

This year, staff saw the need for a special counseling program for 7th and 8th grade levels, feeding into the high schools. It is here, as nationally, that the first major group drops out. A Talent Search Proposal was written asking for six special counselors to service this younger age group. The program devised consists of an intensive counseling program involving the parents of these students. It is very often the parents who need to be enlightened about the school and college system. Aspira plans to explain to these families the advantages to their children of graduating from high school and acquiring a college education. The financial aid package is explained because parents of 7th and 8th grade students are often deterred by the financial aspect of their children's remaining in school.

Aspira staff sought and won the support of Senators Percy and Stevenson for this program and at present a decision about funding it is pending.

It was found that there are now only four Puerto Rican lawyers in Chicago, and that three of those were trained on the Island. Aspira devised a special program in law with the cooperation of the De Paul Law School. A total of 20 applications were submitted to De Paul and 12 are pending. A community law program is being developed for these students in collaboration with a local law firm.

A civic group from Northern Indiana representing the Spanish-speaking community there called on Aspira for advice and guidance. Having heard about Aspira, they wanted to set up their own group along the same lines. As a result of the aid we were able to give this group, the Inland Steel Ryerson Foundation doubled its annual contribution.

This has been a successful year all around for fundraising. Much of our success is owed to our Board of Governors, in particular Chairman Donald M. Graham and Claude Peck, Jr. who have worked with great enthusiasm on our behalf. On April 13, Donald Graham hosted a corporate luncheon on Aspira's behalf. It is interesting to note that a presentation made by Roberto Ruiz, an Aspirante, most impressed the corporate representatives who attended. By their own efforts, Aspira of Illinois raised \$78,718 this year.

The Aspira of Illinois summer program was the most sophisticated and successful yet developed. It was divided into three different programs:

- 1) The Neighborhood Corps Out of School Program: 80 students ranging from ages 16 - 19 enrolled in a nine month continuous, intensive academic program at Mayfair City College. In addition to English and Spanish, they take experimental math, biology, and social science. At the end of this crash course, they are prepared for the equivalency exam and the job of college placement follows.
- 2) Special Health Careers Program in which 50 high school juniors and seniors enrolled in a nine week, full-time program to help prepare them for a health career. Courses included math, health careers theory and politics, and weekly hospital visits.
- 3) College Program: 200 high school sophomores and juniors took part in a liberal arts curriculum, receiving credits in escrow. Part of this course is a special interdisciplinary social science seminar on the Latin American in the United States, with built-in leadership training workshops.

Staff has participated in many complementary activities outside their immediate Aspira duties: lecturing at schools and colleges, to community groups, both in the city and the suburbs. Sylvia Fox, the Executive Director, participated in a wide variety of local Boards, where it was useful to promote Aspira or which led to helpful contacts.

ASPIRA OF NEW JERSEY

When Aspira first opened the Newark Center, they were aware that an administrative problem existed in the fact that smaller cities in Northern New Jersey have sizeable Puerto Rican populations. How were they to service these communities from a Newark Center? This year, under a grant from the Hoboken Model Cities Agency, A Hudson County Aspira Center was established to reach the outlying communities. The Center went into full operation in February. It started with a caseload of 61 students and by the end of the year the caseload had grown to 235, a most encouraging beginning for the new Center.

Aspira of New Jersey has been working closely with several community and educational groups. Aspira heads the committee on Teachers Recruitment of the Mayor's Task Force on Education. A good working relationship with the Mayor's Special Assistance Program of Project Trend has been set up. Project Trend, responsible for funnelling Federal and State funds for educational purposes in Newark, has regularly used Aspira as a resource for information on the needs of Newark's Puerto Rican community.

A staff member has been assigned to the Newark Curriculum Committee, and in this capacity has been able to present the need for Puerto Rican studies within the educational system of Newark.

Aspira is a regular member of the Title I Funds Committee and as such is able to influence decisions concerning the bilingual program in Newark.

A system has been set up by which one Aspira staff member will always be present at the Board of Education meetings.

Our Outreach Program has been most successful and has enabled us to put over 1,000 students in touch with more than 45 different colleges. Two good results: many students new to Aspira were attracted to the program; and good working relationships were established with College Admissions officers.

A referral system was set up with colleges admitting Aspirantes, to enable Aspira staff to keep tabs on our students so that the college could call on us for information on the students and we could be kept informed of the student's progress.

Counselors worked closely with the education committees of the Aspira Clubs, in an effort to get information about the Aspira program to all high schools. "Aspira Days" were instituted in the high schools. On these days a counselor and a club organizer set up information desks in the schools to hand out information about Aspira. Students in the Aspira Clubs federation were instrumental in setting up courses in Puerto Rican history and culture in Jersey City and Newark. As a result of this, several schools have requested and received our assistance in developing courses in Puerto Rican history and culture.

Aspirantes made a significant contribution the the New Jersey Puerto Rican Convention and sent delegates to the Boricua-Chicano Conference in Washington.

ASPIRA OF NEW YORK

This has been an active year for Aspira of New York. Aspira staff have been deeply involved in the first major step being made by the City towards bilingual education, the establishment of a Bilingual Office at the New York City Board of Education. Aspira's experimental school, CREO, was visited by Harvey B. Scribner, Chancellor of the Board of Education. Impressed by what he saw, he had this to say, "I see CREO as the beginning of a systematic effort to increase specialized services to segments of the student population with more particularized needs."

Aspira of New York has just completed its 12th year. As the original agency, it is the largest, most complex, and services the greatest number of students. It has a main office at 296 Fifth Avenue which coordinates its three centers, and the new CREO school which opened this year in East Harlem. The three centers are located in the Bronx, Brooklyn, and Manhattan. The Manhattan Center, larger than the others, also houses the Scholarship and Loan Center, the College Retention Program, and is the home of the Aspira Clubs Federation. The new East Harlem location also houses the Parent-Student Guidance Program.

The Centers -- Brooklyn, Bronx, Manhattan

Alongside the regular activities of the Centers, a large number of special projects and community activities took place. Among the diverse activities were:

- . The Brooklyn Center became aware that the procedures for administering the College Entrance Examination Board's Preliminary Scholarship Aptitude Test/National Merit Scholarship Test (PSAT/NMS) were blocking Puerto Rican and other minority students from registering. The staff of the center alerted the agency city-wide, and fought for a postponement of the tests which resulted in the registration of the majority of the students who had been blocked.

Another instance of the staff acting as advocate

in a community educational crisis occurred when the community's candidate for principal at a local school was turned down out of hand by the School Board. During the conflict, Aspira provided the community committee with supportive services and put their expertise to work on the community's behalf in presenting the case to the Board of Education.

. With unemployment among teenagers still running very high, Aspira determined to make July and August a constructive period for as many Aspirantes as possible. A city-wide program was designed and operated from the three Centers which enabled some 300 Aspirantes to learn the practical requirements of community involvement; it helped younger Puerto Ricans in need of educational support; and adults who needed instruction in health care and consumer buying practices.

The Aspira Clubs Federation

The 36 Aspira Clubs in New York now have a membership of some 2,800 students, and, as such, can command attention in the City.

When a tuition fee was threatened by City University, the ACF network got to work and over 500 high school students joined Puerto Rican college students in a well organized protest demonstration.

ACF Board members took part in a series of panel discussions on Channel 25, the Board of Education station; they were also called to testify at the Federal Civil Rights hearings in New York. Four students sit on the Aspira Board of Directors.

Scholarship & Loan Center

The S&LC works with high school seniors. Special counselors concentrate on college placement, career advice and locating

financial aid. S&LC statistics for this year reflect the success of the Center: 1,065 students placed in colleges nationwide; \$804,646 in financial aid found for the students.

As well as regular counseling sessions, S&LC arrange, once a year, for juniors to meet with college representatives. This year, a two-day session was planned to allow time for informal meetings between college and high school students, college representatives and Aspira staff. The unprecedented number of 170 college representatives came from as far away as California to meet the 2,000 Puerto Rican high school juniors who streamed in during the two days.

College Retention Program

The College Retention Program, designed to cut the drop-out rate of Puerto Rican college students, individually counseled 1,862 students and located \$321,295 in financial aid for these students, in this, its second complete year of operation. In only two years CRP has proved that it is a vitally needed program, as the caseload shows. The problems encountered by college students fall into two main areas: lack of financial aid and difficulties with curriculum and the unfamiliar college system. CRP has a main office on 14th Street and offices on the campuses of Fordham, Hunter, John Jay, Long Island University, Manhattan College, Pace and New York University.

The Health Careers Program which is administered by CRP was extremely successful, helping 14 students gain admittance to medical school.

CREO Program

CREO, the latest addition to the Aspira of New York program, successfully completed its first year. A pilot group of 75 Puerto Rican juniors from Benjamin Franklin high school in East Harlem have been attending the Aspira-run CREO school on an intensive 9:00 - 5:00 schedule. The staff of four bilingual Puerto Rican teachers offer the core subjects of English/Spanish, math, science and history with a supportive

program of intensive personal and academic counseling. Aspira aims to ensure that all students graduate from high school and gain admittance to college; to provide a model for bilingual education and help reduce the 70% drop-out rate in New York City.

The students in the demonstration project were selected according to characteristics usually shared by school drop-outs, such as low attendance and poor scores on standardized tests.

To complete this first year, it was arranged for the students to spend a month at summer school in Puerto Rico.

ASPIRA OF PENNSYLVANIA

Aspira of Pennsylvania started their year with a severe setback: the 50 places awarded them at Penn State University, after lengthy negotiations, were withdrawn. Staff devoted time and energy into winning back these places for Puerto Rican students, and eventually did win back 35 places. Local radio stations helped Aspira in a recruitment drive to fill these last minute places. Students from all around the state called and came to the Aspira Center, and the places were filled.

Despite the slow start, more than 80 students were placed in colleges, and approximately \$160,000 in financial aid was found for them.

Although Aspira's main aim is to ensure that students graduate from high school and go on to college, it is pointless to ignore the high school seniors who choose to find a career that does not require a college education. It is often these students who are most in need of guidance in their choice. For this reason a special career counselor has been added to the staff. By making contacts in the right places, he has been able to help Aspirantes identify careers in fields such as government and industry. Working in liaison with the Civil Service Commission at the State, Local and Federal level, with the Equal Employment Opportunity Commission, the State Commission on Human Relations, and a new group, Abacus, the groundwork has been set for positive aid to this particular group of students.

The Board of Education sought Aspira's guidance and help in their recruitment drive for bilingual teachers. Having identified the need for more bilingual teachers in Philadelphia's high schools, the Board, aware of Aspira's special knowledge in this area, sought help in the recruitment drive. Aspira was able to find 18 Puerto Rican candidates for the program, who took intensive courses at Temple University during the summer and were placed as bilingual teachers in the school system.

STUDENT ACTIVITIES

The Aspira Club Federation two-day seminar, an annual event, gives the new ACF officers a chance to get to know each other and to discuss plans for the year. The meeting this year focused on problem solving, action planning, the Puerto Rican stereotype in Philadelphia and public speaking. With the addition of two new clubs, the ACF now consists of ten clubs with a membership of over 500 students. This year, 100 new students were attracted to the program.

Summer workshops arranged by the agency in coordination with the Aspira Clubs Federation and community agencies were particularly successful. Over 114 students attended discussions on such subjects as drug abuse, teenagers and V.D., community action and planning for higher education.

Special trips and cultural activities were arranged for students and their parents: trips to Wildwood and French Creek; 300 students went to the Temple University festival; 300 parents and students attended a performance by Jose Greco; 200 students attended concerts by the Philadelphia Philharmonic.

Aspirantes took part in a special six-week leadership program organized by Chestnut Hill College, which, among other activities, took them to Washington to see Congress in action and to a variety of New York City museums.

ASPIRA OF PUERTO RICO

Perhaps the most important factor to be considered at Aspira of Puerto Rico is the relationship with the University of Puerto Rico. Most of the Aspirantes aim at enrolling here, due to the virtually impossible financial burden a mainland university or college would impose.

Aspira staff have for some time been trying to get the University to make some changes in their extremely rigid entrance requirements. This year we made a break-through: a special experimental program for students with academic promise but lacking the exact entrance requirement was instituted. Fourteen Aspirantes were admitted under this special program and Aspira has undertaken to continue with intensive counseling and extra tutorial work with these students.

Another special program at the University, begun at Aspira's request, was a part-time evening program for students who cannot afford to attend full-time and must keep their day-time jobs.

According to the agreement, the 50 Aspirantes who entered the University last year, continue to receive tutoring sessions from Aspira staff. The success of this process is evident, in that there have been no drop-outs, despite some very real difficulties: social sciences and humanities are taught primarily via the lecture method in English. A poor student coming from the public school system will find this a great set-back. We are working with university officials to find an alternative to this method.

Our final achievement for the year was to get the University to agree to admit 75 of our students for the coming year. What was of particular note was the fact that this agreement came after only two weeks, such is the reliable reputation our staff and students have managed to build. Part of these negotiations were carried out by graduating high school seniors who formed a group called "Futuros Universitarios de Aspira".

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We were approached this year by the Department of Labor, Job Opportunities Section, and were asked to run a tutorial and counseling program for 30 young people, and we organized and ran remedial summer courses in English, Spanish and Math.

Under the national Health Careers Program, we identified 20 college students interested in the possibility of pursuing a career in medicine. Special seminars were set up for these students, including visits to hospitals and health agencies. Students took part in a summer internship program in various health institutions arranged by Aspira. Our health counselor formed such a good relationship with the University of Puerto Rico that the group was granted free use of space for meetings in the University.

This year has seen the establishment of the Aspira Theater Workshop, which has staged several successful productions, under the guidance of experienced professional actors. We have managed to keep the Ponce Center open, despite inadequate facilities and staff problems, and are planning for full-time operation next year.

ASPIRA of AMERICA, INC. and AFFILIATES

COMBINING BALANCE SHEET, June 30, 1972

(Note 1)

ASSETS:	Aspira of America, Inc. and Affiliates Combined	Aspira of America, Inc.
Cash	\$207,121	\$37,729
Certificates of deposit	65,575	
Security deposits	7,345	950
Funds receivable	50,813	21,750
Land and buildings (Note 2)	131,009	
Office equipment	37,551	
Intercompany receivable (payable)	-	8,000
Other, principally salary advances	<u>18,349</u>	<u> </u>
	<u>\$517,763</u>	<u>\$68,429</u>
LIABILITIES and FUND BALANCES:		
Mortgages payable	\$ 31,416	
Accounts payable and accrued liabilities	<u>56,850</u>	<u>\$ 4,753</u>
Total liabilities	88,266	4,753
Fund balances, June 30, 1972	<u>429,497</u>	<u>63,676</u>
	<u>\$517,763</u>	<u>\$68,429</u>

The accompanying notes are an integral part of the financial statements.

ASPIRA of AMERICA, INC. and AFFILIATES

COMBINING BALANCE SHEET, June 30, 1972

(Note 1)

<u>Aspira of New York, Inc.</u>	<u>Aspira, Inc. of New Jersey</u>	<u>Aspira, Inc. of Pennsylvania</u>	<u>Aspira, Inc. of Illinois</u>	<u>Aspira, Inc. of Puerto Rico</u>
\$ 87,299	\$11,308	\$ 5,083	\$45,981	\$19,721
65,575				
4,740	1,125	30		500
	5,342		13,803	9,918
113,817		17,192		
13,302	9,102	6,108	1,070	7,969
		(8,000)		
<u>9,644</u>	<u>1,501</u>		<u>4,334</u>	<u>2,870</u>
<u>\$294,377</u>	<u>\$28,378</u>	<u>\$20,413</u>	<u>\$65,188</u>	<u>\$40,978</u>
\$ 26,139		\$ 5,277		
<u>31,301</u>	<u>\$ 2,294</u>	<u>2,309</u>	<u>\$11,760</u>	<u>\$ 4,433</u>
57,440	2,294	7,586	11,760	4,433
<u>236,937</u>	<u>26,084</u>	<u>12,827</u>	<u>53,428</u>	<u>36,545</u>
<u>\$294,377</u>	<u>\$28,378</u>	<u>\$20,413</u>	<u>\$65,188</u>	<u>\$40,978</u>

ASPIRA of AMERICA, INC. and AFFILIATES
 COMBINING STATEMENT of RECEIPTS, EXPENDITURES
 and CHANGES IN FUND BALANCES (Note 1)
for the year July 1, 1971 through June 30, 1972

	Aspira America, Inc. and Affiliates Combined	Aspira of America, Inc.
Receipts:		
Contributions:		
Foundations	\$ 442,834	\$194,892
Corporations	188,797	127,995
Community	46,493	33,800
Governmental grants	911,821	71,250
Interest and other	22,412	2,187
	<u>1,612,357</u>	<u>430,124</u>
Transfers from Aspira of america, Inc.	-	(325,269)
Total receipts	<u>1,612,357</u>	<u>104,855</u>
Expenditures:		
Personnel and fringe benefit costs	1,263,902	111,667
Program costs	115,014	20,323
Development costs	50,982	23,565
Administrative and other:		
Space costs	109,207	14,201
Equipment, including rentals	74,876	4,862
Consumable supplies	52,577	4,437
Board of Directors	8,246	6,796
Other	<u>73,389</u>	<u>6,742</u>
Total expenditures	<u>1,748,193</u>	<u>192,593</u>
Excess of (expenditures over receipts) receipts over expenditures	(135,836)	(87,738)
Fund balances, June 30, 1971	543,836	151,414
Adjustments to June 20, 1971 fund balances, principally to record cost of previously unrecorded fixed assets	<u>21,497</u>	
Fund balances, June 30, 1972	<u>\$ 429,497</u>	<u>\$ 63,676</u>

The accompanying notes are an integral part of the financial statements.

ASPIRA of AMERICA, INC. and AFFILIATES
COMBINING STATEMENT of RECEIPTS, EXPENDITURES
and CHANGES IN FUND BALANCES (Note 1)

for the year July 1, 1971 through June 30, 1972

<u>Aspira of New York, Inc.</u>	<u>Aspira, Inc. of New Jersey</u>	<u>Aspira, Inc. of Pennsylvania</u>	<u>Aspira, Inc. of Illinois</u>	<u>Aspira, Inc. of Puerto Rico</u>
\$126,475	\$ 55,250	\$12,500	\$ 53,717	
	11,550	3,000	25,702	\$ 20,550
9,760	1,973	960		
691,093	41,689		43,782	64,007
13,973	1,035	945	2,258	2,014
<u>841,301</u>	<u>111,497</u>	<u>17,405</u>	<u>125,459</u>	<u>86,571</u>
122,630	45,735	44,434	47,095	65,375
<u>963,931</u>	<u>157,232</u>	<u>61,839</u>	<u>172,554</u>	<u>151,946</u>
673,847	131,733	69,050	161,876	115,729
64,552	5,158	6,864	8,729	9,388
25,000				2,417
68,871	10,193	992	9,600	5,350
61,721	4,898	1,477	1,918	
37,563	4,517	1,415	2,515	2,130
1,450				
40,142	8,226	6,361	4,334	7,584
<u>973,146</u>	<u>164,725</u>	<u>86,159</u>	<u>188,972</u>	<u>142,598</u>
(9,215)	(7,493)	(24,320)	(16,418)	9,348
246,152	29,342	19,885	69,846	27,197
	4,235	17,262		
<u>\$236,937</u>	<u>\$ 26,084</u>	<u>\$12,827</u>	<u>\$ 53,428</u>	<u>\$ 36,545</u>